DOCUMENT RESUME

ED 301 269 JC 880 567

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TITLE Student Retention Study: Brunswick Junior College.
INSTITUTION Brunswick Junior Coll., GA.
PUB DATE 87
NOTE 50p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; Graduates; Program Development; *School Holding Power; *Student Attrition; Student Characteristics; Two Year Colleges

ABSTRACT

The student retention study described in this report was conducted by Brunswick Junior College (BJC) to identify ways of improving the persistence of students until they achieve their academic goals. After part I discusses the purposes of the study and the characteristics of the college, parts II and III examine the college's retention rates for first-time freshmen and all undergraduates and explain that accurate data on graduation rates are not available. Part IV examines the causes of student attrition. This section provides a review of the literature on variables affecting attrition and a summary of institutional research on: (1) night school students; (2) BJC dropouts, fall to winter 1984 and winter to spring 1984; (3) educational needs perceived by high school seniors, BJC students, alumni, faculty, and staff; (4) BJC dropouts fall to winter 1982 and winter to spring 1983; (5) the goals and educational status of non-returning students, 1983-84 and 1984-85; and (6) alumni. Part V discusses and evaluates the retention programs in operation at BJC, including student orientation, academic advising, a night school program, counseling, a tutorial laboratory and career development center, faculty support systems, financial aid, and a developmental studies program. This section also discusses plans for expansion and for retention programs for minority students. Finally, concluding remarks address developments that have hampered retention efforts, identify changes that must occur to rejuvenate the retention system, and offer 26 recommendations for change. A 26-item bibliography is included. (AJL)

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STUDENT RETENTION STUDY

BRUNSWICK JUNIOR COLLEGE
Brunswick, Georgia 31523

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Morgan Stapleton, Ph.D., Retention Officer
from 4-85 to 10-85
and
Harry M. Langley, Ph.D., Retention Officer
from 11-85 to 4-15-86

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FORWARD

Dr. Harry M. Langley was appointed Retention Officer in the fall quarter of 1985. He was asked by Dean Morgan Stapleton to sit in on the evaluation of the retention program of Brunswick Junior College with the visiting team from the Office of Civil Rights. At that time Dr. Langley indicated to the visiting team that all components of a retention system existed at BJC and that his first chore would be to assess what is done currently. Following that assessment, existing retention programs which functioned well would receive recognition for their endeavors. Those programs which needed improvement would receive guidelines in the form of recommendations which would enhance their effectiveness. Any perceived need for additional retention programs would also be proposed as recommendations for futher retention efforts.

Dr. Langley has accepted a position at another college and will not be returning for the 1986-87 academic year. Some suggestions as to how the retention effort could best be implemented will also be made in the section on concluding remarks and additional comments.

Dr. Morgan Stapleton, Dean of Academic Affairs, served as Retention Officer until Dr. Langley's appointment, and will serve as the retention officer for the 1986-87 academic year.

I. INTRODUCTION

A. Purpose of the Study

The purpose of the retention study is to identify where possible means to improve the persistence of students until they achieve their academic goals. As the kinds of students who are interested in college change, an awareness of the nature of the students an institution serves is of vital importance. As a shift continues away from traditional aged students to the non-traditional, part-time, older student, so too must our support services change to meet the new varieties of personal and educational needs. In order to maintain a sound academic curriculum in this milieu of change, various support services must be enhanced to accomodate the special interests and to ensure maximal opportunity for student performance without diminishing standards. It is essential that we offer the opportunity for education to all those who seek it. It is in support of a changing clientele for higher education and in a desire to fulfill our educational mission that this study is undertaken.

B. Characteristics of Institution

1. History

Brunswick Junior College was authorized by the Board of Regents of the University System of Georgia in 1961. The college was to be the first of a series of 2-year commuter colleges established in the state.

The land required for the new facility was provided by the Glynn County and Brunswick City Commissions. The site was approved by the Board of Regents on June 14, 1961. Subsequently a $1,000,000 bond issue for construction of the facility was requested by the Glynn County Board of Education and approved by the electorate. The application for a state junior college in Brunswick was approved by the Board of Regents on October 10, 1961.

Construction of a student center, a library-administration complex and a classroom building began in 1963. The college began its academic program in the fall of 1964, and was formally dedicated on October 25th of that year.

The college was granted membership in the Southern Association of Colleges and Schools in 1967, and was granted reaffirmation of accreditation in 1971 and again in 1981.

Brunswick Junior College began its academic program with 269 students and granted its first degrees in June of 1966. At that time, Associate of Arts, Associate of Business Administration, and Associate of Science degrees were awarded. The curriculum was designed to prepare students to transfer to 4-year institutions. In 1967 a Nursing program, a Continuing

Education Division and a Physical Education Division were added. In 1971 a cooperative effort between the State Board of Education and the Board of Regents of the University System resulted in the addition of a Vocational/Technical Division. In 1973 a Developmental Studies Program was added to assist in remediation for students who lacked the skills to attempt college level academic work.

In 1981 the college expanded its course offerings to off-campus centers. The first was with the Federal Law Enforcement Training Center in Brunswick, Georgia. Subsequently in 1982 the off-campus programs expanded to Jesup, Georgia, the Navy Subbase at Kings Bay, and Hunter Army Airfield and Fort Stewart, both near Savannah; currently the sites at Jesup and Hunter Army Airfield are inactive.

An administrative reorganization in 1982 grouped most of the credit transfer programs (business, humanities, natural sciences/mathematics and social sciences) within the Division of General Studies. The newly created Division of Special Programs included nursing, physical education and developmental studies. The Division of Vocational/Technical Education remained unchanged.

The college now grants Associate of Arts and Associate of Science degrees in 40 areas designated as transfer curricula. Career programs, which are not designed for transfer into 4-year programs, allow the graduate to seek immediate employment. An Associate of Arts Degree in General Education, Associate of Science Degrees in Data Processing, Marketing and Management, Nursing and six other areas, and certificates in 12 areas are awarded upon completion of the appropriate curricula. Some of these programs are one-year certificate programs.

2. Student Profile - - Fall 1985

Of the 1184 students who enrolled at Brunswick Junior College in the fall of 1985, 90.9% were Georgia residents, 19.6% were Blacks, 58.1% were female (refer to tables 1 and 2).

Table 1 - Concentration of Student Enrollment
by Self-Declared Ethnic Group and Sex

Black		American Indian		Asian or Pac. Isl.		Hispanic		White		Total	
Male (M)	Female (F)	(M)	(F)	(M)	(F)	(M)	(F)	(M)	(F)	(M)	(F)
81	151	7	1	2	1	9	2	397	533	496	688

Table 2 - Black Student Enrollment
by Classification, Fall 1985

Freshman	Sophomore	Transient	Developmental Studies	All Other	Total
96	48	2	58	28	232

A total of 78.5% of the students enrolled were white. Enrollment at off-campus sites constituted 148 of 1184 students or 12.5% of the total (refer to Table 3).

Table 3 - Enrollment at Off-Campus Sites
by Sex, Class and State of Residence
Fall 1985

	Kings Bay				Fort Stewart				Totals	
	Freshman		Sophomores		Freshman		Sophomores			
	M	F	M	F	M	F	M	F	M	F
Out-of-State	21	10	3	2	43	3	8	3	75	18
In-State	7	7	4	5	15	8	7	2	33	22
Totals	28	17	7	7	58	11	15	5	108	40

The data suggest that out-of-state enrollments at off-campus sites are military personnel; 62.8% of the enrollment falls into this category. Of the 37.2% who enroll at off-campus sites who are also residents of Georgia, at least a portion of these are probably not military personnel or their dependents; however, some of the military do take residence in the state.

The percentage of students who were enrolled full-time (53%) was slightly greater than those enrolled part-time (47%). A greater proportion of females are enrolled full-time than males (refer to Table 4).

Table 4 - Enrollment by Sex and Full-time
vs Part-time Status, Fall 1985

	Full-time	Part-time	Total
Females	394	294	688
Males	234	262	496
Totals	628	556	1184

Of the females, 57.3% were enrolled full-time; only 47.2% of the males were enrolled full-time.

II. RETENTION RATES

A. First-time Freshmen

The retention rates for full-time first-time freshmen and developmental studies students has increased for the 1984-85 period when compared to 1983-84. In the full-time freshman classification retention increased among Black students from 46.34% to 70% from 1983-84 to 1984-85 respectively; retention among all other students increased from 52.55% to 58.82% during the same periods (refer to Tables 6 and 7). When compared to national one-year retention rates of full-time freshmen of 55-57% (Beal and Noel, p. 37, 1980), the college's retention rate is 62% disregarding race; this figure falls within the range reported for junior colleges by the University System Student Information Reporting System (University System Student Retention Study, p. 6, 1985).

Retention in developmental studies has increased among full-time Black students from 57.69% in 1983-84 to 73.91% in 1984-85; for all other students retention increased from 63.41% to 82.75% for the same periods.

There has been an improvement in retention of first-time, part-time developmental studies students both Black and majority. The retention rate for first-time, part-time Black freshmen has decreased from 35.71% in 1983-84 to 25% in 1984-85, while the retention rate for majority students increased from 19.23% to 36.61% for the same periods. The numbers of part-time Black students classified as first-time freshmen are small (e.g., 16 and 14 for 1983-84 and 1984-85 respectively) and the comparisons are probably not significant. This holds for all of the part-time comparisons except perhaps the majority first-time freshmen categories (refer to Tables 6 and 7).

Table 5

NEW FIRST-TIME FRESHMEN (FTF) BY RACE
1982 - 83

		FULL-TIME (A)					PART-TIME (A)				
		# FTF Fall 1982	For Same Students: # Still Enrolled Fall 1983	For Same Students: # Graduated	For Same Students: # Transferred*	Retention Rate	#FTF Fall 1982	For Same Students: # Still Enrolled Fall 1983	For Same Students: # Graduated	For Same Students: # Transferred*	Retention Rate
Developmental Studies	B										
	AO										
Freshmen (First Time)	B	18	7	--	--	39					
	AO	125	81	--	--	65					

*Number transferred to another University System institution

Table 6

NEW FIRST-TIME FRESHMEN (FTE) BY RACE
1983 - 84

		FULL-TIME (B)					PART-TIME (B)				
		# FTF Fall 1983	For Same Students: # Still Enrolled Fall 1984	# Graduated	# Transferred*	Retention Rate	#FTF Fall 1983	For Same Students: # Still Enrolled Fall 1984	# Graduated	# Transferred*	Retention Rate
Developmental Studies	B	26	8	3	4	57.69	13	7	1	--	61.53
	AO	41	18	4	4	63.41	15	5	--	--	33.33
Freshmen (First Time)	B	41	18	--	1	46.34	14	5	--	--	35.71
	AO	137	67	--	5	52.55	52	8	1	1	19.23

Table 7

NEW FIRST-TIME FRESHMEN (FTE) BY RACE
1984 - 85

		FULL-TIME (C)					PART-TIME (C)				
		# FTF Fall 1984	For Same Students: # Still Enrolled Fall 1985	# Graduated	# Transferred*	Retention Rate	#FTF Fall 1984	For Same Students: # Still Enrolled Fall 1985	# Graduated	# Transferred*	Retention Rate
Developmental Studies	B	23	10	6	1	73.91	4	2	--	1	75.00
	AO	29	15	6	3	82.75	10	4	1	--	50.00
Freshmen (First Time)	B	60	41	--	1	70.00	16	4	--	--	25.00
	AO	153	80	--	10	58.82	71	22	--	4	36.61

*Number transferred to another University System institution

Summary: It appears that retention of first-time students both full-time and part-time as well as developmental studies or freshmen has improved from fall of 1984 to fall of 1985 when compared to the previous year's data. It should be noted that off-campus enrollment at BJC for the fall of 1984 included sites at Kings Bay, Fort Stewart, and the Federal Law Enforcement Training Center (FLETC). Although some of these students enroll as transfer students, many enroll as first-time freshmen or provisional students. Most of these students take a few courses and transfer. The persons enrolled from FLETC took one course only. Until we can segregate these data through our on-campus retention study, they will continue to adversely cloud the retention picture for the college.

B. Undergraduates

The retention rates increased for the classifications: full-time developmental studies both for Black and majority students, full-time, first-time freshmen both Black and majority students, and part-time students in the same classifications.

The areas in which there was noticeable change was in Black students with full-time sophomore classification. Not only were there considerably fewer full-time Black sophomores, but their retention rates fell from 54.76% to 47.36% from 1983-84 to 1984-85. There was a reduction in retention of Black part-time

students who were sophomores but the numbers were too small to draw a conclusion of significance (refer to Tables 9 and 10).

It is essential to reemphasize the effect of off-campus enrollment on the retention figures for the college. Most of the off-campus enrollment will have freshmen status; few remain to sophomore classification probably due to military transfer (refer to institutional student profile, p. 2).

In general, it appears as though the retention efforts of the college are having a positive effect on persistence of students. Two years of reliable data is not sufficient, however, to judge the efficacy of the programs in place.

Table 8 Undergraduate Students by Level and Race 1982-83

		FULL-TIME (A)					PART-TIME (A)				
		# Fall 1982	For Same Students: # Still Enrolled Fall 1983	# Graduated	# Transferred*	Retention Rate	# Fall 1982	For Same Students: # Still Enrolled Fall 1983	# Graduated	# Transferred*	Retention Rate
Developmental Studies	B	80	32			40	21	10			48
	AO	99	34			34	59	19			32
Freshmen	B	51	13			25	26	5			19
	AO	308	123			40	179	45			25
Sophomores	B	25	18			72	19	11			58
	AO	157	121			77	123	73			60

Table 9 Undergraduate Students by Level and Race 1983-84

		FULL-TIME (B)					PART-TIME (B)				
		# Fall 1983	For Same Students: # Still Enrolled Fall 1984	# Graduated	# Transferred*	Retention Rate	# Fall 1983	For Same Students: # Still Enrolled Fall 1984	# Graduated	# Transferred*	Retention Rate
Developmental Studies	B	26	8	3	4	57.69	13	7	1	--	61.53
	AO	41	18	4	4	63.41	15	5	--	--	33.33
Freshmen	B	81	24	6	2	39.50	29	7	2	--	31.03
	AO	370	142	50	24	58.37	184	45	7	3	29.89
Sophomores	B	42	17	5	1	54.76	20	6	4	1	55.00
	AO	177	57	40	6	88.19	261	45	30	4	30.26

Table 10 Undergraduate Students by Level and Race 1984-85

		FULL-TIME (C)					PART-TIME (C)				
		# Fall 1984	For Same Students: # Still Enrolled Fall 1985	# Graduated	# Transferred*	Retention Rate	# Fall 1984	For Same Students: # Still Enrolled Fall 1985	# Graduated	# Transferred*	Retention Rate
Developmental Studies	B	23	10	6	1	73.91	4	2	--	1	75.00
	AO	29	15	6	3	82.75	10	4	1	--	50.00
Freshmen	B	111	61	8	2	63.96	55	18	--	--	32.72
	AO	316	157	14	29	63.29	218	85	--	9	43.11
Sophomores	B	19	1	6	2	47.36	18	6	--	2	44.44
	AO	130	26	58	15	76.15	157	33	35	8	48.40
Juniors	B										
	AO										
Seniors	B										
	AO										

*Number transferred to another University System institution

III. GRADUATION RATES

It is impossible at this time to accurately give graduation rates. The data available will only account for those who stayed to complete a degree. We have currently no means of ascertaining student academic goals which are less than graduation with a certificate or a degree.

Recommendation: The admissions process needs to determine the goals of the student upon entry into the college. An additional item requesting academic goal e.g., one course, a few courses, certificate, associate degree, etc., needs to be added to the admissions form.

IV. CAUSES OF ATTRITION

A. Review of the Literature: Selected Literature Survey

Of 100 persons who enroll in institutions of higher education between 40 and 45 will earn a bachelor's degree, 15 will earn associate degrees only. Between 40 and 45 will fail to earn any degree (Noel, Levitz and Saluri et al., p. 30, 1985). It is with these facts in mind that higher education is seeking ways to improve the retention of students until they meet their educational objectives.

The definition for student attrition, dropout, or withdrawal varies considerably throughout the literature. The one which seems most consistent with logic is the . . . "term dropout should be applied, if at all, only to those forms of departure involving individuals who are unable to reasonably complete what they came to the institution to achieve" (Noel, Levitz, Saluri et al., p. 39, 1985).

The factors which influence persistence of students are background, academic, environmental, and social integration variables, and academic and psychological outcomes (Bean and Metzner, 1985). The extent to which each of these influences the persistence of an individual varies; some have direct while others have indirect effects on persistence (Tinto, 1975; Pascarella, et al., 1983; Bean and Metzner, 1985).

This selected literature survey will give an overview of factors which influence persistence of students in college and will conclude with a brief descripton of three models of college withdrawal. The material presented will follow Bean and Metzner's review. Other references will be cited only if the original paper was reviewed for this survey.

1. Background Variables: Background variables are such factors as age, enrollment status, residence, educational goals, high school performance, ethnicity, gender, and parent's education. Each of these variables will be discussed briefly.

Age: The age of a student does not have a direct effect on persistence. Age may have an indirect effect through external environmental influences in students who are older e.g., family and employment responsibilities. The adult students can be grouped into three categories representing goal commitments. These categories are: those who seek degrees, those who take a course (or courses) to solve a problem or those who desire cultural enrichment. Only the first group lends itself to longitudinal study (Bean and Metzner, 1985; Noel, Levitz, Saluri, et al., 1985). A negative correlation has been reported between student age and persistence at 2-year and 4-year commuter institutions (Pascarella and Chapman, 1983).

Enrollment Status: Enrollment status is whether a student is enrolled full-time or part-time. Studies at commuter institutions suggest that persistence is higher for full-time than for part-time students. Students attending college part-time are generally older than those attending full-time. There is a relationship between work responsibilities and part-time enrollment in college (Bean and Metzner, 1985).

Residence: There is a strong negative correlation between being a commuter student and persistence in college. Commuter students are less influenced by the social and cultural experiences of college. Academic integration appears to play a more significant role in persistence (Chickering, 1974; Pascarella and Chapman, 1983; Pascarella et al., 1983; Noel, Levitz and Saluri et al., 1985). Because of less opportunity for interaction with the college environment the "student pre-college characteristics may have a stronger direct influence on persistence in commuter institutions than in residential institutions" (Pascarella et al., p. 97, 1983). Commuters generally have fewer friends at college and less out-of-class involvement with faculty or extracurricular activities (Bean and Metzner, 1985). "Indeed, living on campus (versus off campus) was the only other variable in the residential model with a direct effect on persistence" (Pascarella and Chapman, p. 98, 1983).

Educational Goals: Educational goals include commitment to a degree and to obtaining a degree from a particular institution. It also includes persons taking a course (or a few courses) for some short-term goal not involving graduation with a degree. The commitment of the person to an education can be a strong motivational factor for persistence in college. Further discussion of this factor will be covered in the section on goal commitment (Tinto, 1975; Bean and Metzner, 1985).

High School Performance: High school performance has been shown to be an important factor in academic success in college and therefore is indirectly related to student persistence through academic integration with an institution (Tinto, 1975; Pascarella and Chapman, 1983; Smith, 1984).

Conversely, those who are underprepared have a greater degree of difficulty with academics in college. Whereas the underprepared student was once assumed to be socially or economically deprived or both, the population is now more diverse including older women, veterans, workers whose jobs have been eliminated, persons seeking career changes and those seeking to meet the increased technological demands placed on their disciplines (Noel, Levitz and Saluri et al., 1985). Studies have shown that commuter students in general display poorer indices of high school academic performance than residential students (Chickering, 1974). Student attrition at commuter-oriented institutions has been positively correlated with poor high school grade averages in several studies (Pascarella and Chapman, 1983; Pascarella et al., 1983). Indices of high school academic performance are among the strongest of predictors of persistence in college (Astin, 1975; Bean and Metzner, 1985).

Ethnicity: Astin reported a lower persistence among Black students than whites (Astin, 1975). However, when the socioeconomic factors and high school performance are taken into account, Blacks show either a greater persistence or no significant difference in persistence when compared to white students of similar background or prior academic performance (Pascarella et al., 1983; Bean and Metzner, 1985).

Gender: Tinto reported a greater emphasis on intellectual development for persistence in women. Therefore, faculty interaction with female students could be more important than interaction with males in academic situations (Tinto, 1975). This affect may be more prevalent during the freshmen year since female students report more personal development during the freshmen year; men report more growth during the sophomore year (Terenzini et al., 1985). Males persist to a greater degree to graduation than do females in the traditional age group (Tinto, 1975). Older females have greater family responsibilities, and these could lead to attrition from college (Bean and Metzner, 1985). In general, females were shown to have higher high school academic predictors, and more satisfaction with the college in one study (Smith, 1984); whereas, grade performance is more important for male than for female students (Tinto, 1975).

Parents' Education: The higher the educational level of the father and the mother the more positive its affect on persistence (Astin, 1975). For those who are first generation college students outside encouragement may be lacking; older students and commuters are more frequently first generation college students (Chickering, 1974). Education of the parents was not a significant factor in a study at a four-year commuter institution (Pascarella et al., 1983). The effect of parental education on persistence of students who have been on their own for an extended period has not been investigated (Bean and Metzner, 1985).

2. Academic Variables: Academic variables are study skills and habits, academic advising, absenteeism, major certainty, and course availability. Each of these variables will be discussed briefly.

Study Skills and Habits: Students with poor study skills and habits are less prone to persist in college (Astin, 1975). Academically successful student groups have been shown to study more than groups of lower academic performance (Nelson et al., 1984). There is no research on time spent studying and persistence in older students (Bean and Metzner, 1985).

Academic Advising: Many studies show no correlation between persistence and academic advising. Other studies yield inconsistent results. In several studies of commuter student dropouts, dissatisfaction with academic advising was chosen as one reason for not persisting (Bean and Metzner, 1985). The most important negative factor in student retention listed by Beal and Noel was "inadequate academic advising;" it was the second most important factor in 2-year public institutions (Beal and Noel, pp. 43-44, 1980). The efficacy of a developmental advising program in promoting student persistence is supported by other studies (Noel, Levitz, Saluri et al., 1985; Winston et al., 1984; Langley, 1984). ". . . in a well developed orientation and advising system, it seems logical to conclude that the system is making a significant and positive contribution to student acquisitions of general education knowledge and skills and to the persistence of students to graduation" (Forrest, P. 29, 1982).

Absenteeism: The degree to which a student misses class is directly related to interaction with the college environment and thus indirectly related to persistence. There has been shown to be a positive correlation between increased absenteeism and a decreased persistence among students of low academic achievement. The same correlation does not hold for students of strong academic ability. Little research has been conducted on the effect of absenteeism among commuter, part-time, or non-traditional students and its effect on persistence (Bean and Metzner, 1985).

Major Certainty: The dropout-prone student was characterized by Beal and Noel as being undecided about major and career goals. Indecision about major/career goals was the second most important dropout-prone characteristic for 2-year public institutions (Beal and Noel, P. 43-45, 1980) Major certainty is positively correlated to student persistence in 2-year commuter colleges and others as well (Bean and Metzner, 1985; Noel, Levitz, Saluri et al., 1985).

Course Availability: Course availability includes whether the course is offered by the college, scheduled at the right hour or offered in adequate numbers of sections and class sizes to accomodate students. Inadequate curricular

offerings was listed second among most negative factors in student retention and was third among most negative factors for 2-year public institutions (Beal and Noel, P. 44, 45, 1980). Absence of desired courses, or areas of study was cited as reason for dropout in 2-year and 4-year commuter institutions (Bean and Metzner, 1985).

3. Environmental Variables: Environmental variables affecting persistence are finances, hours of employment, outside encouragement, family responsibilities, and opportunities to transfer.

Finances: The effect of a person's ability to finance his education can be directly related to student persistence or indirectly related through the inability of the student to integrate socially or academically (Tinto, 1975: Astin, 1975; Noel, Levitz and Saluri et al., 1985; Bean and Metzner, 1985). The fourth most important characteristic of the dropout-prone student listed by Beal and Noel was "inadequate financial resources;" inadequate financial aid was the tenth most important negative factor and adequate financial aid the third most positive factor for student persistence among 2-year public campuses (Beal and Noel, pp. 43-45, 1980). Most low-income students are members of minority groups. However, studies have indicated that as much as 30 percent are white (Noel, Levitz and Saluri et al., 1985). Many older students are concerned with financing their education. The percent expressing financial concern over educational expense has increased steadily since 1974 (Bean and Metzner, 1985).

Hours of Employment: Beal and Noel listed conflict between class and job as the second most negative campus characteristic for student persistence at 2-year public institutions (Beal and Noel, p. 44, 1980). Male students who did not persist cited conflict with job and studies as the main reason for leaving a university (Smith, 1984). Astin reported positive correlation between increased number of hours working and student attrition (Astin, 1975). The older the student the more likely he will be employed while attending college. Encouragement from the employer is important in persistence of the working student (Bean and Metzner, 1985).

Outside Encouragement: Outside encouragement includes support from persons outside the college environment. Tinto reported a positive correlation between parental encouragement and persistence of the student (Tinto, 1975). Family support, close peer associations which give support and employer support are all positively correlated with student persistence in college (Bean and Metzner, 1985). The decrease in interaction with the college community experienced by commuters and older students diminishes the effect of campus support and makes outside encouragement more

important (Chickering, 1974; Tinto, 1975; Bean and Metzner, 1985).

Family Responsibilities: Older females, both part-time and full-time students, report more stress from family obligations leading to dropout. One study showed that as the number of children at home increased, the persistence of the female student decreased (Bean and Metzner, 1985). "Situational factors" such as absence of child care facilities are important for persistence of older students (Noel, Levitz, and Saluri et al., 1985).

Opportunities to Transfer: Students with high degrees of social and academic integration transfer if the institution cannot fulfill their perceived social or academic needs (Tinto, 1975; Pascarella et al., 1983). The frequent reason for dropout in 2-year colleges is transfer to another institution (Bean and Metzner, 1985). Students are capable of declaring whether they intend to transfer. "The single best source of data involved asking them about their second semester enrollment plans" (Nelson et al., p. 53, 1984). Some educational systems are designed to facilitate transfer, e.g., University System of Georgia from 2-year to 4-year colleges and universities.

4. Social Integration Variables: Social integration variables are those which affect the social integration of a student onto the campus environment. Such factors as student-faculty interaction outside of class, participation in extracurricular activities, and peer friendships contribute to the perception of social opportunities and life on campus. The quality of these interactions is very important to persistence (Tinto, 1975; Bean and Metzner, 1985). The two principal influences on students' perception of their own personal development were social life on campus and informal interactions with faculty (Terenzini et al., 1984). Commuter students are not as socialized to the college as residential students (Chickering, 1974). On commuter campuses research has shown that there is a negative correlation between socialization and persistence. The researchers suggested "that degree of fit or integration in any particular system of an institution positively influences persistence only when the environment is seen as providing ample opportunities for additional interaction and involvement" (Pascarella et al., p. 97, 1983). Therefore, social integration is very important to persistence on a residential campus. Research does not support this contention on 4-year and 2-year commuter campuses (Bean and Metzner, 1985).

5. Academic Outcomes: The academic outcomes can be extrinsic or intrinsic in nature. Academic performance is an extrinsic reward. Psychological outcomes are intrinsic in nature and include utility, satisfaction, goal commitment and stress. These affect persistence indirectly and are the outcome of

environmental and academic variables (Bean and Metzner, 1985).

Utility: Utility is the practical application or usefulness of information learned to the job or for the individual. Commuter students are generally more concerned with the application or practicality of their education (Chickering, 1974). The value of a college education for future employment is of great importance among students (Forrest, 1982). Personal growth is perceived by some students as an important outcome of the educational experience (Tinto, 1975; Terenzini et al., 1984). For the older student an education can be for career development, or personal development or both (Noel, Levitz and Saluri et al., 1985; Bean and Metzner, 1985).

Satisfaction: Satisfaction is the degree to which a student enjoys attending college. A student's lack of interest is positively correlated with attrition (Astin, 1975). For the non-traditional student preference for practical versus theoretical knowledge, poor preparation for college, greater outside commitments and part-time attendance may contribute to sense of dissatisfaction with the educational process or their progress within it; more research is necessary in this area (Bean and Metzner, 1985). Tinto discusses satisfaction in relation to extrinsic (grades) and intrinsic (personal growth) rewards (Tinto, 1975). Students do appear to be motivated by self-perceived personal growth (Terenzini et al., 1984). Dissatisfaction may be the outcome of the inability to integrate socially or academically within the institution. It could also be due to a high level of social or academic integration which is yet inadequate to meet the students' needs (Tinto, 1975; Pascarella and Chapman, 1983).

Goal Commitment: Goal commitment is the importance placed on obtaining a college degree. Institutional commitment is the importance of obtaining a degree from a particular college. Limited educational aspirations have been positively correlated with student dropout (Astin, 1975; Beal and Noel, p. 42, 1980). Tinto emphasizes the importance of goal commitment, ". . . lack of institutional commitment is, in itself, insufficient to explain variations in dropout behaviors. Sufficiently high goal commitment may lead to persistence in the institution even when little commitment to the institution is present" (Tinto, p. 110, 1975). Pascarella and Chapman state "Institutional commitment had a much stronger direct effect than goal commitment in the 4-year residential and 4-year commuter models, while goal commitment had a somewhat stronger direct effect than institutional commitment in the 2-year commuter sample" (Pascarella and Chapman, p. 96, 1983).

Stress: Stress can result from the non-college environment as well as from the commitment necessary to study and perform academically. There is evidence that older students show

more stress than traditional age students. Poor study habits, poor high school preparation or long periods between secondary and post-secondary educational experiences all contribute to academic stress. Job and family responsibilities, and finances are also stress inducing (Bean and Metzner, 1985).

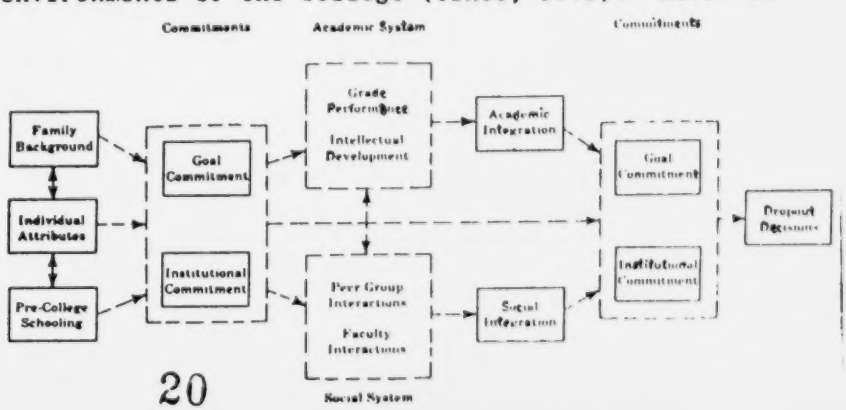
Intent to Leave: The intent to leave is directly related to the lack of commitment to the institution or to the inability of the individual to effectively integrate with the social or academic components of the institution (Tinto, 1975). It is one of the strongest predictors of dropout in a commuter university (Pascarella et al., 1983). Intent to leave can be determined easily within the first term, "by the 8th week," by asking the student (Nelson et al., p. 53, 1984).

6. Institutional Variables: In general, public institutions have a higher dropout rate than private ones. The more selective a college is academically, the higher the rate of persistence among students. Four year colleges have a higher persistence rate than 2-year institutions. The exact relationship between size of institution and persistence is not clear. It is important for the student to find congruency with the college to meet social needs and provide academic stability. Withdrawal or transfer can be a viable means of dealing with lack of congruency either between the individual and the intellectual atmosphere of the college or the individual and the social climate (Chickering, 1974; Noel, Levitz and Saluri et al., 1985; Tinto, 1975; Pascarella et al., 1983).

7. Theoretical Models of Persistence: Three models of student persistence will be presented briefly: Tinto's model, that of Pascarella and associates, and that of Bean and Metzner for the non-traditional student.

Tinto's model describes persistence as the result of social and academic integration with the institution. Those variables which affect academic integration are background variables, goal commitment, grade performance and intellectual development. Social integration is related to background variables, institutional commitment, peer and faculty-group interactions. A student may choose not to persist because of an inability to find congruence with either the social or academic environments of the college (Tinto, 1975). Refer to Figure 1.

*Figure 1

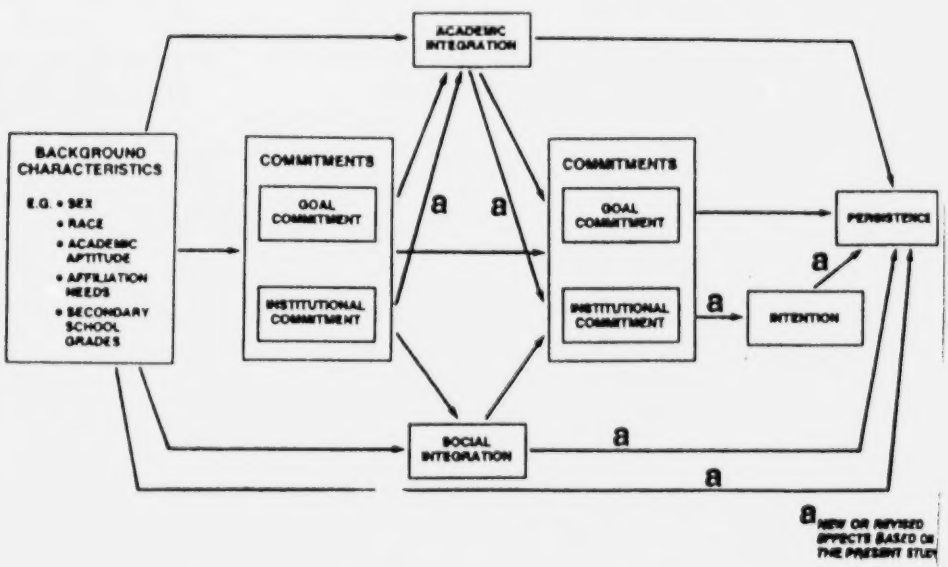


*A Conceptual Schema for Dropout From College

A second model proposed by Pascarella and associates reconceptualizes Tinto's model. The data used for this model produced results which basically confirmed Tinto's model when institutions were grouped. When institutions were treated separately by type e.g., 4-year residential, 4-year commuter and 2-year commuter, Tinto's model did not suffice to explain the results. Social integration was shown to be negatively correlated with persistence at a commuter institution. In general, students who persisted at a commuter institution showed less need for social and more for academic integration (Pascarella and Chapman, 1983; Pascarella et al., 1983).

A second variable introduced into the reconceptualized model was the effect of intent to persist or to leave. Students at commuter colleges attend for a variety of reasons and intention is a good predictor of persistence (Pascarella et al., 1983). Refer to figure 2.

Figure 2



*A Reconceptualization of Tinto's Model

*(Tinto, p. 95, 1975)

The third model, one of nontraditional student attrition, was proposed by Bean and Metzner. Background variables, academic variables, environmental variables and their direct effect on intent to leave are presumed to be the most important factors governing persistence of non-traditional students in this model (Bean and Metzner, 1985). Refer to figure 3.

Figure 3

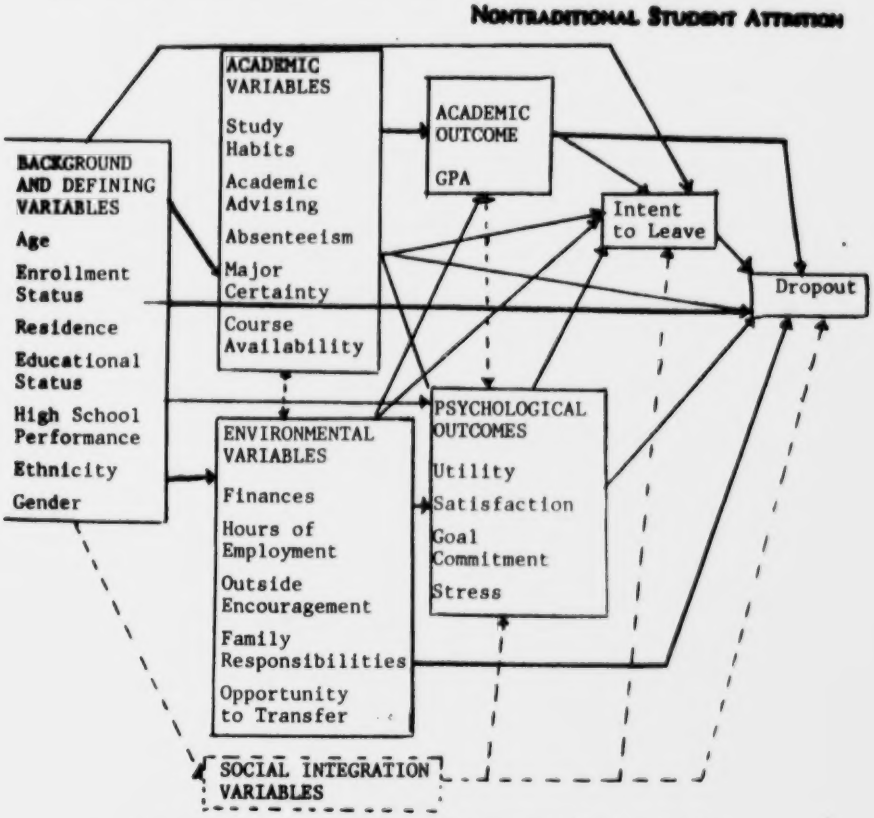


FIGURE 1. A Conceptual Model of Nontraditional Student Attrition.
Key: → Direct effects
→ Direct effects presumed most important
•→ Compensatory interaction effects
•···→ Possible effects

8. Conclusions: According to the literature, retention of students at BJC should be more dependent on academic integration; social integration may have a negative correlation with persistence. Background variables, academic variables, environmental variables, and academic outcomes are more important factors affecting retention because of their effects (direct and indirect) on academic integration, student satisfaction, and intent to leave. Goal commitment is probably of more importance than commitment to the college.

B. Institutional Research on Retention of Students

There have been a number of studies conducted by various offices of the college which yield useful data on retention of students at BJC. A discussion of previous studies follows:

1. Night School Student Questionnaire: In Fall Quarter of 1985, a committee appointed by the President of BJC to study the needs of adult students administered a questionnaire to students attending night school. There were almost 200 respondents 86.4% of whom were older than 20 years of age. The questionnaire defines the adult learner as "those who have assumed adult roles and responsibilities; they tend to be self-supporting through full or part-time employment; they may be parents, single or married, and have in common the goal of acquiring additional skills or knowledge which will assist them in adapting to change." Although only students who considered themselves adult learners by this definition were asked to complete the questionnaire, some traditional students possibly did as well, e.g., 13.6% who completed the questionnaire were between 17 and 20 years of age and 55% of the respondents considered themselves predominately day-school students. The difficulty of clearly defining the adult learners and assessing them as a discrete subpopulation is well documented (Bean and Metzner, 1985). A summary of the results of that questionnaire follows.

   Of the respondents 45.5% were over 30 years of age, 72.5% were female, and 18.7% were Black. Fifty-five percent of the respondents were married, 14% divorced and approximately 61% had children; of those with children 53.3% had 2 or more.

   The majority of the students live within Glynn County while a substantial proportion 20.1% commute from outside the county. The majority 65.5% wish to complete some courses (12.4%), complete a certificate and work (13.4%), or complete a 2-year degree and work (39.7%). Eighty-three percent reported a personal income below $20,000 per year; 48.1% were below $10,000 per year. The remaining questions focused on student perception of college services. Among the factors covered were: information about the college programs (admissions), external environmental factors (financial aid, child care, transportation), advisement, career counseling, course scheduling and extracurricular activities. Each of these factors will be presented briefly.

   a. Admissions Information: Of the literature used by the college to promote its programs, 24.2% of the respondents said the material did not address adult students "helpfully," 26.8% didn't know. Only 8.2% of the students indicated some college contact through community or employer sites, and 72.2% responded "no" or "don't know" to the inclusion of "information about proficiency exams, transfer credits, financial aid, career and life planning services" in promotional brochures. When asked

whether entrance requirements, degree requirements or college image made it difficult to enroll at BJC only 10.3%, 10.3% and 6.2% respectively responded "yes" to the questions.

b. External Environmental Factors: Financial aid was listed as a concern by the majority of students surveyed: 57.2% responded that information on financial aid prior to enrollment was inadequate; 45.6% did not anticipate the costs of attending college, 42.5% indicated occasions when short-term loans would have enabled them to register; 76.8% either felt the financial aid for adult students insufficient or did not know whether it was; and 45.4% indicated that tuition made it difficult for them to continue their education at BJC. Sixty-three percent felt that student employment opportunities would assist them in attending college. Seventeen percent of the respondents indicated that lack of child care services had made it difficult to attend classes during the day; 20.4% said lack of such services made attendance in the night program difficult. Twelve percent of those surveyed indicated that transportation was a problem for them.

c. Advisement and Faculty Support: The majority of students (71.2%) felt their academic advisors were responsive to the adult learner. Eighty percent thought that some means of quickly identifying those in academic difficulty was needed, and 76.7% felt they received the assistance needed from faculty when they had academic difficulty.

d. Career Counseling: When asked about career counseling 25.1% thought the services inadequate and 43.6% did not know; 67.1% did not know of job placement services and another 18% felt them to be inadequate. Ninety-five percent of the respondents felt a need for career counseling prior to enrollment.

e. Course Scheduling: Class scheduling was perceived as making it difficult for 39.9% of the students to continue their education at BJC. Twenty-five percent preferred a one-night a week class, and 27.4% would take Friday or Saturday classes.

f. Extracurricular Activities: When asked if extracurricular programs were responsive to the interests of adult students, 37.6% responded "no" and 34.6% with "don't know." Seventy-six percent felt that recreational facilities were not open at convenient times or did not know if they were. Forty percent of the resondents believed they were not involved in planning of extracurricular activities and another 41% did not know if adult students were involved. Most respondents felt they did not receive adequate benefits for the activity

fee (73.2%; another 17.5% didn't know) or the athletic fee (72.9%; another 15.1% did not know).

The committee on the adult learner also conducted a telephone survey contacting 126 randomly selected persons in the Glynn County area. Of these, 23% indicated a need for financial aid and academic counseling; 17% a need for career planning; and 16% a need for job placement in order to attend BJC.

g. Summary: Most of the students attending BJC at night are female, older, married or divorced with children at home. All commute to college and 20% commute from outside Glynn County. A sizable component (25.8%) has short-term academic goals i.e., taking some courses or completing a certificate, and the majority (65.5%) intend to work after completing their academic goals at BJC. Eighty-three percent reported personal incomes below $20,000 per year.

Admissions information, brochures and other published material was viewed as inadequate for the needs of the adult learner. Financial aid information and assistance was believed inadequate. Child-care problems contributed to difficulties in attending BJC. Although academic advisement received a positive evaluation generally, career counseling was viewed as inadequate. Course scheduling was perceived as contributing to difficulty in attending the college, and few believed they received adequate services for their activity and athletic fees.

2. Study on Student Dropouts Fall to Winter 1984, Winter to Spring 1984: The Office of the Dean of Academic Affairs conducted an analysis of characteristics of dropouts during the 1983-84 academic year. Factors considered in the analysis were sex, college grade point average (GPA), cumulative hours, age, and race. A discussion of these data follows:

a. Sex: A majority of the dropouts from fall of 1983 to spring of 1984 were female (51%). Of the minority dropouts (16.1% of the total) the majority were female 58.5%. No conclusions can be drawn from these data unless attrition is expressed as percent of the students enrolled who have similar characteristics. Since the majority of students at BJC are female (approximately 58%), it appears that more males dropout than females proportionally.

b. College Grade Point Average (GPA): Of 808 students who dropped out for the period studied 33.3% had GPA's of 3.0 or better, 24.5% had GPA's between 2.0 and 2.99 and 42.2% had GPA's below 2.0. The majority of dropouts had GPA's of 2.0 or better. Of the 16.1% minority dropouts 58.5% had a GPA of less than 2.0. Academic performance seems

to be a more critical factor in attrition of the minority student; only 39% of the white students who left the college had GPA's of less than 2.0. It may be more important to ascertain why so many students with good academic performances are leaving the college, eg., 33.3% of the total had GPA's of 3.0 or above; 19.2% of the minority students did also. Perhaps "intent to leave," or a failure of the environment to challenge the better students contributes to their attrition.

c. Cumulative Hours: The largest proportion (42.7%) of the students who were dropouts left before completing 9 or fewer hours; 53.8% of the minority dropouts fall into this category as well. Thirty-three percent of the dropouts had completed 30 or more hours.

d. Age: Of the traditional age group 24 years and under there were 368 students (45.5% of the total). The majority of students who dropped out (54.5%) were 25 years of age or older. Of the minority dropouts 54.6% were 24 years of age or younger; only 36% of the white dropouts were in the same age bracket. These figures are misleading since a number of students over age 20 could rightfully be classified as nontraditional because of their financial self-support or marital status. The majority of dropouts studied here may well be nontraditional students with other outside environmental influences contributing to their lack of persistence. A large portion could/probably are stopouts.

e. Summary: The data suggest the following: more males (proportionally leave than females; a large portion leave at the outset of their academic studies; many with good academic integration leave; the majority who leave are older students except for Blacks.

3. Community Needs Survey: In the winter of 1982, a community needs survey was conducted by Brunswick Junior College. Some of the results of that survey of high school seniors, students of BJC, alumni, and faculty and staff will be reviewed.

a. High School Seniors: Of the 344 students randomly surveyed 57% were female, 29% were Black, 64% planned to attend college (19% did not know), 63% indicated an interest in career programs, and 41% an interest in transfer programs. Thirty-four percent believed BJC needed an honors program.

b. Students of BJC: There were 543 resondents to the questionnaire. Of these, 20% were Black (9% did not indicate racial-ethnic background), 57% were females (7% did not indicate sex), and 64% were between 18-24 years of age. Areas selected as making little or no contribution to their lives were: discover my vocational

interest (30%), improve knowledge and skills required in my present job (37%), increase chances for possible raise/promoting in my present job (48%), become actively involved in student life and campus activities (51%), increase participation in cultural and social events (48%), and to improve my leadership skills (30%). Most (67%) attended BJC for its low cost and 69% did so so that they could work while attending college. Of those surveyed, 39% attended BJC to improve skills before transferring, 43% indicated a need for special attention from instructors, 74% attended because classes were offered at convenient times, and 50% believed it would be easier academically to go to a junior college first.

c. Alumni: Of the 105 alumni who were interviewed by telephone a number of BJC services were viewed as not meeting the needs of the student when enrolled. The registration process (10%), career counseling (9%) bookstore services (22%), food services (10%), cultural/social activities (20%) and faculty advisement (14%) were listed as needing improvements. Sixty-one percent indicated a need for an honors program, 36% for weekend classes, and 59% for late afternoon classes.

d. Faculty/Staff: Seventy-three faculty and staff responded to questionnaires given to them. Eighty-two percent favored an honors program, 62% weekend classes, 78% late afternoon classes.

e. Summary: Students enrolled at BJC because of its cost and the possibility of working while attending school. Most also believed a junior college to be easier academically than a 4-year school. Many of those surveyed saw no relationship between their college study and vocation or job advancement. Forty-three percent attended a small college for personal attention in instruction.

4. Study of Brunswick Junior College Student Dropouts Fall to Winter 1982, Winter to Spring 1983: The Office of Institutional Research at Brunswick Junior College conducted a study of dropouts in the spring of 1983; data from two quarters of the 1982-83 academic year were used to ferret out some underlying causes of student attrition. The factors age, sex, racial background, SAT scores, major area of study, enrollment status (full-time versus part-time), employment status, financial aid and other specific dropout reasons were analysed. A summary of that study follows.

a. Age and Sex: The majority of the dropouts from fall to winter quarter (52.9%) and winter to spring quarter (56.3%) were in the age group 18-24 years. The age group 35-49 years constituted 13.8% (fall to winter) and 10.4% (winter to spring) of the total dropouts. The data would be more useful if they were reported as percent attrition

in each age group (e.g., 25% of the 35-49 year olds dropped out) instead of percentage of dropouts which fell into a particular age bracket. More females (59% and 57% for fall to winter and winter to spring respectively) were among dropouts than males. Again, these data are misleading. Since approximately 60% of the entering freshmen in 1982-83 were female, we may suggest that sex was not a factor in attrition (Normative Data 1982-83); however, the data in this study did not differentiate by class.

b. Racial Background: Of 283 dropouts studied 52 (18.4%) were Black, and 229 (81%) were white. The total number of Blacks enrolled full-time in the fall of 1982 was 156; another 66 Black students were enrolled part-time. Although a direct comparison is not valid, the data suggest that a greater percentage of Blacks dropped out (23+%) when compared to the number enrolled than [illegible] whites. However, the BJC study did not include attrition following spring quarter which is usually higher than fall and winter quarters combined; that data could alter the interpretation.

c. SAT Scores: Of the dropouts 41.7% had M-SAT scores below 360 and 37.2% had V-SAT scores below 360. Math SAT's below 460 characterized 77.8% of the dropouts; verbal-SAT's below 500 characterized 55.1% of those who did not persist. An interesting fact is that 11.8% of those studied had M-SAT's of 500 or more; 11.0% had V-SAT's of 500 or more. The mean SAT at BJC for entering freshmen during 1982-83 was a composite 767 (372M, 375V), with modes of approximately V380-399 and M340-359. Again, although a comparison of data is not entirely valid, the data would suggest that SAT's at BJC are not good predicters of dropout/persistence. More than half of the student population was considerably below MSAT of 360 or VSAT of 390, yet much less than half of the dropouts represented persons with SAT's below the modes. Perhaps a negative correlation exists i.e., the students with higher SAT's transfer or become discouraged and drop out.

d. Major Area of Study: The greatest number of dropouts by major was in data processing, business administration and drafting and design. These data were not reported as percent of current enrollment in a given major. One would expect the majors with the greatest enrollment to contribute a greater percentage to the college attrition rate.

e. Enrollment Status: A slightly greater percentage of the dropouts were part-time students (51.6%). The percent dropout was higher among full-time males (22% F.T./19.4% P.T.) and part-time females (32.3% P.T./26.4% F.T.).

Of the dropouts 42.1% were night students. Since only 20-25% of the student population any given quarter is classified as night students, attrition in this component is very high.

f. Employment Status: Of the dropouts 98.7% were employed while enrolled at BJC. Of these 71.9% were working in excess of 30 hours per week, 95.6% were working more than 15 hours per week.

g. Financial Aid/Other: Of the reason listed by dropouts for not returning to BJC, 13.6% listed work conflict, 7.1% financial, 12.5% academic difficulty, 12.5% transferred to another college and 23.4% listed various personal and family concerns. Another 14.7% finished their course work or graduated.

h. Summary: While it is difficult to interpret some of the data of this study in light of the literature on factors affecting student persistence, several relationships are suggested. The dropouts were a greater percentage minority students, more were enrolled part-time than full-time, and almost all of them worked with 95.6% working more than 15 hours per week. Many of the dropouts were enrolled in night school. There seems to be little relationship between SAT scores and persistence. A study by the University System of the SAT's, high school GPA's, and academic performance at BJC show little correlation between SAT scores and acadmeic performance. There is a greater correlation between high school GPA and academic performance although the values are usually below 0.5 (1982-83 = 0.29 correlation factor for high school average, 1983-84 = 0.32). Perhaps failure to achieve at a level consistent with past experience (as indicated by high school average and SAT scores), contributes to the attrition rate (Normative Data, University System of Georgia, 1982-83, 1983-84).

5. Surveys of Non-Returning Students 1983-84: The Dean of Academic Affairs conducted a survey of students who enrolled fall of 1983 but were not enrolled fall of 1984. Thirty-seven questionnaires were returned with the following results:

a. Educational Goals: The respondents replied as follows: 8 were enrolled to complete some courses; 4 to complete a certificate and seek work; 9 for various other reasons; 21 to complete an associate degree and seek work or transfer. Six of those surveyed indicated that they had fulfilled their educational goals. Those who had not fulfilled their goals listed as reasons: 10 personal reasons, 5 financial reasons, 6 academic reasons, 15 other such as health, having a baby, etc.

b. Continued Education: Fourteen of eighteen respondents

indicated that they could have continued their education with assistance: 6 financial, 3 academic, 5 personal, 15 other such as time, English 101 assistance, transportation problems, assistance from company, courses weren't offered, work conflict, support from teacher. Of the "other" responses the majority were financial, academic or work conflict problems. Eleven of 17 respondents indicated that they did not make their need for support known. The majority of respondents would have accepted support from either their instructor or advisor (12 of 22 responses). Of the 63 responses to the question "did you find that the following were responsive to your needs for support, 76% of the responses were yes for instructor (21), advisor (15), and another student (12); 3 responses indicated no advisor support and 2 indicated no counselor support.

Sixteen of 27 students indicated they would be interested in re-enrolling at BJC.

6. Survey of Non-Returning Students 1984-85: Of 300 questionnaires sent to students who were enrolled fall of 1984 but not fall of 1985, only 28 (9%) were returned (postage prepaid). Of the 28 respondents 4 were persons who had taken one course while at the Federal Law Enforcement Training Center (FLETC) 7 identified themselves as dependents of military or military stationed at Fort Stewart or Kings Bay.

   a. Educational Goals: The respondents replied as follows: 6 were enrolled to complete some courses, 5 others took one course at FLETC and 14 to complete an associate degree and seek work or transfer. Four of 20 indicated they had completed their educational goals. Those who had not completed their goals listed the following reasons: 5 personal, 7 financial, 3 academic and 5 other including joining the military and awaiting specific course offerings.

   b. Continued Education: Six of 8 respondents indicated that they could have continued their education; the most frequently listed assistance needed was financial. Only 3 of 9 respondents made their needs known to anyone at BJC. The majority of those responding to the question which of "the following were responsive to your needs for support" listed instructor (14), advisor (8) and another student (8) most frequently. Three of five respondents did not believe the counselor was responsive. Nine of 15 indicated a desire to re-enroll at BJC.

   c. Summary of Surveys: A mail survey is not an efficient means of determining reasons for student attrition. Print-outs of students include FLETC and military who have short-term goals and are frequently transferred; these data inflate the attrition figures for the college.

A sizable portion of the respondents in each survey had short-term educationl goals, i.e., "to complete some courses;" most had not fulfilled their goals. The reasons for not continuing their education were personal, financial, work conflict, or academic. The majority of respondents felt that instructors were the most responsive to their needs followed by advisors and another student respectively. Twenty-five respondents from both surveys (37.3%) expressed a desire to re-enroll at BJC.

7. Alumni Survey: The Division of General Studies has conducted a survey of graduates from 1980-1985. Table 11 gives a summary of responses.

Table 11 Responses of Alumni to Program Satisfaction Questionnaire

Area	# of Respondents	Rating of Gen. Educ. Programs S	U	E
Business	46	-	-	-
Humanities	5	27	-	56
Nat. Sci/Math	16	*101	8	56
Social Science	18	46	1	35
Total	85	174	9	147

*Includes both math and science ratings

The vast majority of responses (97.3%) rated their general education as satisfactory (52.7%) or excellent (44.5%). Preparation in the major area was rated as satisfactory (52.4%) or excellent (40.5%) by the majority of respondents (92.9%). The overall education was rated as satisfactory (50.5%) or excellent (46.3%) by most graduates.

When asked about advising information and career information, the responses were positive although to a lesser degree than with their overall education. Fewer students classified either advising or career information from advisors as excellent when compared to their classification of quality of education or preparation for their major. A significant number of respondents found advising and career information from advisors as unsatisfactory (14.5% and 14.3% respectively).

a. Summary: Whereas the quality of general education and preparation in the major is rated highly by graduates of General Studies, the support services of academic and career advising by faculty received noticeably lower ratings.

8. Conclusions: A coordinated retention study needs to be con-

ducted annually. A number of factors suggested by the studies reported above need to be clarified with additional data. The recurring factors of interest are:

- Admissions material and contacts appear to lack sufficient variety of information to address the concerns of the varied prospective student populations.

- Students are concerned about financing their educations. A more efficient delivery of financial aid information is apparently needed.

- Information concerning career services, career advising and job placement needs to be distributed to all aged students; more timely information prior to enrollment is apparently needed.

- Many students have short-term goals which confuse the analysis of retention data at BJC. Somehow educational goals need to be determined early to pick up students with short-term goals and intent to transfer.

- Intervention should occur early to assist with academic integration with the college.

- Persistence of male students is lower than female proportionally.

- More part-time students fail to persist than full-time students; a greater proportion of male students are part-time than female.

- Most BJC students work; a large proportion of dropouts work while attending BJC.

- Many night school students dropout (or stopout).

- Married and divorced women with children comprise a large portion of the non-traditional student population; many of these have children at home.

- Course scheduling appears to hinder progress of some students, particularly the night school students.

- Responses to questions about social integration indicate that it is low; however, this is to be expected. Caution should be taken so that a great emphasis is not placed on a need to improve social integration.

A number of these factors could be facilitated through more comprehensive and personal orientations and academic advising programs.

C. Causes of "Other-Race" Attrition

As discussed earlier Black students were reported to have a lower persistence rate than white students (Astin, 1975). Socio-economic factors figure heavily in this assessment however, since where socioeconomic and high school performance are taken into account there is no significant difference between dropout of Blacks when compared to whites; in fact, some studies show a greater persistence (Pascarella, et. a., 1983, Bean and Metzner, 1985). The Brunswick-Glynn County area has a substantial number of persons in the lower socioeconomic class; many of these persons are Black. Therefore, socioeconomic factors would contribute significantly to persistence of Black students who plan to attend college (Noel, Levitz, Saluri, et. al., 1985). Adequate financial aid would be a problem, and this may be dependent to some degree on the availability of federal funds. Fewer Blacks enroll than whites "at every level of education" and projections are that Black student enrollment in higher education will drop by 1990. The lower graduation rates in high school suggest lower academic achievement which would directly affect academic integration in college (The System Summary, p. 10, 1986).

V. PROGRAMS FOR IMPROVING RETENTION

A. Retention Programs in Operation

Several programs have been designed primarily to be responsive to the academic needs of our students and thereby are singularly and collectively components of a retention system. These programs are: orientation, academic advising, night school program, counseling, tutorial laboratory, career development center, faculty support systems, financial aid, and developmental studies. Each program will be discussed briefly.

1. Orientation: The orientation of students occurs in two stages. First, the students received a general orientation to the college in a large group session. This segment is the responsibility of both the Dean of Students and the Assistant to the Academic Dean. In general, it exposes the student to student rules and regulations; some academic regulations are also covered. Second, the students are divided by proposed major and exposed to the academic requirements of the college in academic divisions or in departments or in both. Items covered in the academic orientation include: the core curriculum and its importance; the major area of study; academic regulations regarding attendance, incompletes, grade point averages (as related to probation/honors), drop and add procedure and conditions for withdrawal from college.

   The orientation lasts at most a half a day including both student and academic affairs components. Orientations for winter and spring quarters are generally shorter in length than that for fall quarter. The nursing faculty hold an

additional orientation for new and prospective nursing majors.

a. Evaluation: There has not been a formal student evaluation of orientation in three years. The evaluation at that time was a portion of an evaluation of both orientation and the advising system. It was administered several weeks following orientation and its value was probably diluted. The faculty perception of orientation is that it has regressed during the last several years and is currently ineffective.

Two years ago the Assistant to the Academic Dean had incorporated small group orientations into the process. Time management, study skills and other "survival skills" were discussed briefly with reference to a "Skills for Success" booklet which each student received, and dates for subsequent workshops on each topic were given to the students. This process was more personal and could be very effective as a mean of disseminating information and could be very effective as a mean of disseminating information and as a vehicle through which evaluation of orientation could be achieved. Orientation should last a day, preferrably more. Research has shown that orientations of a day or less have a negative correlation with student persistence (Forrest, 1982). The possibility of summer orientations has been discussed and should be reconsidered. There needs to be some coordination of orientation dates, times, and contents among the offices of the Registrar, the Academic Dean and the Dean of Students.

b. Recommendations:

i. The Academic Advising subcommittee of the Academic Affairs Council should be charged with the task of coordinating orientation for new and transfer students. These duties should include but not be limited to: choosing dates for orientations for the forthcoming academic year; structuring the content of each component of orientation to guarantee adequate coverage of student and academic rules and regulations and of campus resources available to assist students.

ii. Extended orientations including the possibility of summer orientations should be investigated by the Academic Advising subcommittee.

2. Academic Advising: Academic advising is done by all faculty. In general, faculty advise in areas in which they have some academic knowledge of the discipline. The training for advisors is minimal although a workshop in advising during faculty development week fall quarter was very helpful; it emphasized the positive features of a computerized program.

The Academic Advising subcommittee has this year proposed a new process for assigning advisees to advisors; the old process was ineffective. Once the new process is in effect, it will be possible to accurately track students by major and advisor through the Office of Data Processing. In the past this has been possible only through back-up analysis of registration forms and faculty records. Advising occurs in faculty offices and is more personal because of that change; however, additional advising time is probably necessary in the transfer programs to establish the advisor-advisee relationship. The Departments of Nursing, Developmental Studies and the Division of Vocational Technical Education have more opportunities to establish strong advisor-advisee relationships since the advisor often teaches the advisees, the classes are the classes are small for more interaction, and each academic area has established a tracking system to keep abreast of each student's progress.

In the summer of 1985, the entrance requirements into the credit programs of the college changed from SAT-math-370, SAT-verbal-370 to SAT's of 330 in each category. In response to this change faculty who teach both English 101 (composition) and Math 101 (algebra) have been administering pretests and readvising students who perform poorly into the appropriate developmental studies courses. Although the students have a choice, the majority who are advised to take developmental courses do so. The net effect should be an improvement in performance of those who exit developmental studies, and those who eventually take either English 101, Math 101 or both.

a. Evaluation: There have been formal student evaluations of advising on two occasions in the last five years. In 1981-82 the students, through the Student Life Advisory Council, evaluated all advisors. in 1982-83 the advising system was evaluated. No formal evaluation of advising has occurred since. Feedback from a night school questionnaire indicated that students ranked their advisement high. A survey of students who enrolled the fall of 1983 but did not return fall of 1984 indicated that the "advisor" provided more assistance readily than did instructors, another student, an administrator, or a counselor. In a similar survey conducted for students who enrolled fall of 1984 but did not return fall of 1985, most respondents indicated that the advisor was "responsive to your (the advisees) need for support." In general, the faculty felt that the advising system is not functioning smoothly (delivery of student information, student grades, assignment of advisees, active lists of advisees, etc.), although some improvements have been made. The Academic Advising subcommittee plans to conduct an evaluation of the advising system sometime this spring quarter.

b. Recommendations:

i. Research has shown that freshmen advising (and orientation) treated as a discrete function by appointing an administrator and a faculty committee to oversee the process, results in improved academic integration and retention (Forrest, 1982). The Academic Advising subcommittee should be charged with the task of coordinating the advising process (it generally serves as an advisory group).

ii. The advising process should be evaluated annually using either an American College Testing (ACT) instrument or one from Student Development Associates of Athens, Georgia. This should be one task of the Academic Advising subcommittee.

iii. The advising program, once evaluated, should be analyzed as to process (procedure) and content (training components, updated manuals, methods of referral, etc.), and appropriate improvements should be implemented.

3. Night School Program: Following a decline in enrollment in the night school program, a committee was appointed by the President of the College to study the adult learner. The committee conducted a survey of night school students, telephoned persons in the community, and interviewed faculty and staff. A report of their findings and recommendations was submitted to the President in late fall quarter. A summary of the night school student questionnaire is included in the section on Causes of Attrition -- Institutional Study. One of the outcomes of the committee's efforts was appointment of a night school coordinator. This person oversees the activities of the night school and coordinates orientation and advising for these students. A night school newsletter, some innovative scheduling changes, some extracurricular activities specifically for the older student, and availability of the coordinator to give advice on counsel have enhanced the program.

a. Evaluation: Formal evaluation of a number of aspects of the night school program was conducted by questionnaire fall quarter, 1985. The results of this survey were included in the section of this report on the Causes of Attrition. A report of recommendations was sent to the President of the College. The administrative staff will respond to each recommendation with rationale for action/inaction.

b. Recommendations:

i. The night school coordinator should evaluate the efficacy of the program annually.

ii. The coordinator should assist the retention officer in determining reasons for attrition of adult learners at BJC.

iii. The adult learners should be analyzed separately in collecting retention data. This population has specific needs and pressures not experienced by the traditional age student.

4. Counseling: Counseling occurs through the Office of the Dean of Student Affairs. There is one counselor who also coordinates testing and placement of students. Faculty often refer students who need personal counseling to one of the faculty who teaches in psychology and has a counseling background. It is difficult to determine the extent to which this person serves as a counselor for students.

Table 12 - Counseling by Category and Testing by the Student Affairs Counseling Personnel

Category	Summer 1985	Fall 1985	Winter 1986
Counseling			
Placement	197	449	307
Academic	36	30	28
Personal	22	34	41
Testing			
SAT	90	67	46
BSE	82	103	38
CLEP	4	7	9
SVIB	3	5	2

Table 12 lists the number of students counseled by category and the number of placement tests given for summer, fall and winter quarters respectively. The testing and placement service is a vital one for retention of students. Academic and personal counseling help students deal with stresses resulting from academic and personal problems.

a. Evaluation: There is no objective means in place of assessing the effectiveness of the testing and placement service.

b. Recommendations:

i. Data processing should track students in order to supply data on the effectiveness of the testing and placement service. The chairman of Special Programs is developing a program to track those placed in developmental studies.

ii. Records should differentiate between minority and

majority students served by the Counseling Office of Student Affairs.

5. Tutorial Laboratory and Career Development Center: The Tutorial Laboratory provides personal tutorial assistance and access to computer software for remediation and review. During the fall quarter, 193 students sought tutorial assistance. At that time a well qualified assistant with a masters degree in English and several years teaching experience worked in the laboratory; she resigned the end of fall quarter. In winter quarter 106 students sought tutorial assistance; of these, 34 were Black (32%).

   The Career Development Center serves to provide career information, vocational assessment, occupational counseling and also serves as an alternate means of admitting students to vocational programs through the Career Planning Program (CPP) testing process. In the fall of 1982, 72 students used the various career services. During the winter of 1986, 11 persons used the career assessments, 10 used the career information, and 11 the CPP testing. Four of these 22 (18%) were Black. The decrease in usage winter quarter was due to many factors among which the most critical was the lack of adequate qualified tutors. Refer to Table 13.

   This year the Director of the Center has worked hard to promote the services by: developing and distributing a folder detailing the functions of the center, meeting with all academic divisions to promote the center, inviting faculty and students to the center for orientation (a number of faculty visited the center and nine faculty took their classes), publicizing the center with handouts to each student, operating a booth at orientation, placing posters and notices on bulletin boards and articles in the student newspaper. The additional efforts were rewarded with the largest center usage ever during the fall of 1985.

Table 13 - Usage of the Tutorial Laboratory/Career Development Center - Fall 1985-Winter 1986

	Fall 1985			Winter 1986		
	AO	M	Total	AO	M	Total
Students Served						
Career Services	-	-	72	39	4	43
Career Assessment				-	-	22
Career Information				-	-	10
CPP Testing				-	-	11
*Tutorial Services	-	-	193	72	34	106
Orientation & Workshops	-	-	118	-	-	50
Days Open	50 Days			51 Days		
Hours Weekly	50 Hours			50 Hours		

*Tutorial subjects are listed by area and by faculty who referred students.

The Director of the Center at the request of the Retention Officer has begun to keep statistics on the number of minority students served.

a. Evaluation: The Director of the Center keeps thorough records of the Center's usage. He also follows students admitted to vocational programs through CPP testing; they have performed well in their respective disciplines. The faculty responsible for referral to the Center are notified rapidly by mail of the students' use of the facility. There is no follow-up on the degree to which these services effect subsequent student performance.

b. Recommendations: A follow-up questionnaire is needed for faculty who refer and students who use the center to determine the degree of improvement or satisfaction with the service.

6. Faculty Support Systems: Each division has its own faculty support mechanisms for students.

General Studies: The faculty of the transfer programs have for three years worked to assist students outside the classroom. Several divisional objectives:

"to build support systems which increase student potential for academic success in our courses"

"to strengthen basic skills through emphasis on these in our courses"

"to encourage use of academic support systems on campus, e.g., the Tutorial Laboratory, Language Laboratory"

"to demonstrate effectiveness of instructing, i.e., outcomes assessment"

(Langley, 1986; Langley 1984-85 Annual Report unpublished) were selected specifically to aid students in achieving academic integration within the college. A table summarizing some of the activities selected by faculty in various disciplines follows (Table 14):

*Table 14 - Summary of Some Activities Used to Personlize/Assess Instruction in the General Studies Division

	BIO	BUS	CHEM	ENG	HIS	MATH	PSY	PHY
Video Taping	Y	X		Y	Y		Y	Y
Audio Taping	Y			X	Y			
Student Conferences	Y	Y	Y	X	Y	X	Y	Y
Pretests	X		Y	X	Y	X	Y	[Y]
Posttests	X	[X]	Y	X	Y	Y	[Y]	[Y]
Learning Objectives	Y	Y	Y		Y		Y	
Extra Work Graded		X	Y	X		X		
Study Skills	Y	X	Y	X	X	Y	Y	Y
Portfolios				X		Y		
Standardized Syllabi	X	X	Y	X		X	Y	Y
Peer Visitation or Review	Y	X		Y	Y	Y		

Note: X = all faculty who teach in the area were involved;
Y = some were involved or only one person teaches in that discipline e.g., chemistry, psychology, physics;
[] = in progress

BIO = Biology
BUS = Business
CHEM = Chemistry
ENG = English
HIS = History
MATH = Mathematics
PSY = Psychology
PHY = Physics

*(Langley, p. 175, 1985)

The most effective support mechanisms used were personal one-on-one tutoring of students outside of class and personal theme conferences for writing review. Few of the faculty kept retention data; however, for one mathematics professor the use of out-of-class tutoring sessions increased retention in her classes to 92% (Altman, unpublished Summary Report of Accomplishments). The use of rigorous exit examinations in mathematics ensured the quality of instruction. English faculty using theme conferences had a high performance level on the Regents examination in writing. English faculty included requirements in syllabi of freshman composition for students to use the Tutorial Laboratory and the Language Laboratory to review lecture tapes. Business faculty developed and manned an accounting laboratory to assist students in their courses. These additional efforts of

faculty were for all students. The efforts were redoubled following the reduction in entrance requirements to the credit programs (math and verbal SAT's of 370 each were changed to 330 each as of summer quarter, 1985).

Each Department Chairman and the Division Chairman are preparing presentations on "Instructional Approaches to Improving Student Academic Success: Student Retention Through Success in the Classroom," to be presented at a retention conference in Atlanta in late April.

Faculty in mathematics and in English are using pre-tests as indicators of success in their courses and readvising stuents who do not do well into voluntary developmental studies.

Special Programs: Special support mechanisms used in Developmental Studies will be covered in that section of this report. The faculty of the Department of Nursing have begun an "early warning" system for their students. Faculty who teach their students are asked to inform advisors of each person's progress. Counseling, work on study skills and other personal intervention techniques are used to aid the student in the class. In Physical Education, the coaches keep in close contact with faculty who teach their advisees.

Vocational Technical Education: The small classes and opportunities for individualized instruction in most of the vocational-technical disciplines makes this division most successful in retention of its students. Since the student's goal is immediate employment, the motivation for completing the program is high. The Tutorial Laboratory and Career Development Center are under the aegis of this division and the office of Student Affairs.

a. Evaluation: Each faculty member in General Studies must document his activities in a Summary Report of Accomplishments and other periodic reports to the division chairman. In most instances an analysis of retention in each class has not been conducted. In Developmental Studies annual reports are required by the Board of Regents. In Nursing retention of students is constantly monitored. A relaxation in admission requirements for 1985-86 has resulted in a higher than expected rate of attrition in this program. The Nursing faculty have revised the admissions criteria and have made their approval for admittance to the program mandatory. The Vocational-Technical faculty are required by the State Department of Education to track their students from admission to graduation and successful integration into the work force.

b. Recommendations:

   i. Faculty of General Studies should include student

retention data for their classes as a component of the Summary Report of Accomplishments. These data should be used cautiously and should help guide instructional techniques. They should not be used punitively in cases where retention is low.

ii. The Nursing faculty should receive commendation for their efforts to improve the quality of their program. Retention first begins with admissions. If students who are not qualified are admitted to a program, attrition rates will be high. For a nursing program to approach cost effectiveness, it must have a high rate of retention.

iii. Reports generated for the State Department of Education verifying the success of students in Vocational-Technical programs should be sent to the Retention Officer.

7. Financial Aid: The Financial Aid Office supplies information on financial assistance to students through four well written brochures. In addition to state and federal grants, the College Foundation has raised money to endow a scholarship fund. Of the Institutional and private scholarship given in academic year 1984-85, 22% went to Black students (refer to Table 15).

Table 15 - Federal, State and Institutional Financial Aid for the 1984-85 Academic Year by Sex and Race

	Black Students				White Students			
	Male		Female		Male		Female	
	No.	Amount	No.	Amount	No.	Amount	No.	Amount
BEOG/PELL	28	$29,183	119	$112,479	55	$45,587	119	$98,353
SEOG	10	7,700	10	5,050	3	1,335	22	8,051
Vocational Rehabilitation	1	973	1	224	3	1,716	5	1,242
Georgia Incentive Scholarship	7	1,375	38	7,825	10	2,125	57	14,500
Guaranteed Student Loan	6	4,702	17	29,251	17	31,217	45	89,915
Other Loans	7	868	3	585	4	481	0	--
Institutional Scholarships	8	3,333	8	4,196	25	16,783	63	47,484
Private Scholarships	4	3,600	8	9,036	4	1,043	7	2,688
College Work Study	12	10,031	24	15,191	8	5,040	21	11,328
Student Assistants	1	102	9	2,982	4	1,232	24	9,620

a. Evaluation: The financial aid program is monitored carefully for strict adherence to federal and state guidelines. The students awarded merit scholarships are monitored as to academic performance to ensure that they continue to qualify for assistance. There is an

institutional short-term loan fund which has enabled some students to continue their education when in financial difficulty. There is no evaluation which is designed to determine the effect of financial aid on retention of students. Since many of the college's students are financially disadvantaged, the program is probably responsible for attendance of many persons.

b. Recommendations:

i. Other avenues (admissions, orientation, advising) need to be used more effectively to adequately apprise students of financial aid opportunities.

ii. Reports of financial assistance rendered to students by sex and race should be submitted periodically to the retention officer.

8. Developmental Studies: Several changes in procedure reported in the 1984-85 study need to be recapitulated: an increased emphasis on the writing process in developmental English seems to be more effective; a change in the grading system to reward students for progress has improved student morale; a follow-through system which acknowledges each student's progress, and in particular, progress into the credit programs; periodic student-teacher conferences to encourage those who need additional academic and personal support. In addition, faculty in general studies are advising students who are qualified to take credit courses but lack some of the basic skills to take developmental English or mathematics or both.

a. Evaluation: The conversion of the administrative offices to the new computer system has been painfully slow. A program is being written which will track the developmental studies student into credit programs. To date this project is not complete and the chairman of the Division of Special Programs is working to make these data available to the Retention Officer in the spring.

B. Retention Programs Planned for the Future

The components of a retention system are all in place at BJC with the exception of a course designed to extend orientation during the first term of enrollment.

1. Recommendations:

a. A non-transfer course can be reactivated in Developmental Studies. This course should extend orientation for one quarter and include study skills, time-management skills, major area exploration, and other items selected by the faculty.

b. A credit orientation course for students in the transfer credit programs is recommended. This course would be optional for students in vocational-technical areas since the personalized methods of instruction used in that division preclude the necessity of such a course except perhaps in data processing and marketing and management where enrollments are high.

C. Retention Programs for "Other-Race" Students

1. The PSA Advisement System: PSA is an acronym for personal, social and academic assistance for Black students. The minority advising system is under the direction of a coordinator. It consists of seven voluntary student peer advisors and six faculty advisors working with groups of 24-25 advisees each. There is no training session for the peer advisors but they are selected for good grade point averages and a willingness to help students adjust to college life. The peer advisors often serve as tutors. The faculty advisors and coordinator often assist with counseling, study aids and referral to other campus support facilities. An early warning academic progress report is filled-out by faculty three times quarterly for minority students with averages below 70. Although the response time is often a week or more the system has been helpful in identifying some students in difficulty in time for the advisors to render assistance.

2. Evaluation: A critique of student perception as to the perceived helpfulness of the PSA program is conducted. The academic progress reports give some indication of the effectiveness of intervention when students are experiencing difficulty. There is no overall, comprehensive evaluation of the effectiveness of the program.

3. Recommendations:

i. The program needs to place more emphasis on orientation and referral to campus support systems.

ii. The program needs to be integrated into the academic advising system so that training components of benefit can serve both. The coordinator needs to be a member of the Academic Advising Subcommittee.

iii. Some means of evaluating the effectiveness of the program are necessary.

VI. CONCLUDING REMARKS AND ADDITIONAL COMMENTS

In the fall of 1982 and winter of 1983, Brunswick Junior College administration, faculty and staff met for faculty forums. It was believed that the college community needed to look at several issues: marketing of programs and recruitment of students, retention of students, status of the budget and future projections, goals of the college and five-year plans. Each of these topics was presented in

open forum with opportunities for discussion and even debate. The outcomes were commitments to: accurate marketing of our programs, recruitment and retention postures that would ensure some stability in interval income, and plans for growth and assessment of the college's effectiveness. Several specific goals were to focus more energy and effort on minority (Black) student enrollment and retention, to improve orientation and academic advising, and to enhance academic support mechanisms to aid all students in performing to the best of their abilities. All of these goals were achieved to some degree within the next two years. Subsequently, the desegregation order from the Office of Civil Rights reinforced some of the college's self-perceived needs for improvement.

The college was in the forefront by recognizing and beginning to implement key components of a comprehensive retention effort. An honest marketing of programs to aid student congruency with the college environment, and orientation, academic advising, tutorial services, additional faculty support and other efforts were begun.

Progress, however, has been hampered by several developments:

A. There were changes in several major administrative positions (Assistant to the Academic Dean, Dean of Students, Institutional Research Director, Chairmanships of each of the major division on campus), as well as changes in responsibility for several others.

B. A commitment to computerize the administrative offices and to develop a management information system required funding. Once the equipment was purchased, changes in staff and in administrative responsibility for data processing slowed the conversions. The system is still not functioning to its potential.

C. With many of the retention programs under different administrative offices and with the various changes in administration it was difficult to mount a coordinated effort. Several of the programs have components under the authority of two or three different top-level administrators who share responsibility for the functioning.

Progress in student retention has not been what the faculty and administration had envisioned. However, the retention figures for 1984-85 show an improvement over 1983-84 and are good particularly in developmental studies. All of the components of a retention system are in place and functioning although at various levels of efficiency.

Several changes must occur before the system will "flow" as originally planned:

A. The retention program must be coordinated by one person of top-level administrative authority with the assistance of a committee of faculty and staff; the Academic Advising subcommittee could serve this purpose.

B. Administrative data processing must devise means to determine

attrition at Brunswick Junior College. The means should include:

1. initial recording of students' educational goals.
2. tracking of students who intend to graduate from BJC.
3. monitoring of demographic data on students who leave BJC before attaining their educational goals. Demographic data collecting should include: age, sex, race, high school GPA, SAT, GPA at BJC, enrollment status, employment status, major area of study, financial aid, and other factors proposed by the administrator and committee in charge.
4. The data collected should lend itself to analysis of subpopulations of students e.g., traditional vs. non-traditional (defined by age, marital status, self-supporting, etc.), part-time vs full-time, male vs. female, high SAT/GPA vs low SAT/GPA, etc.

C. Specific components of the retention program need to be analyzed. Some are functioning very well, while others e.g., academic advising and orientation, need to be more comprehensive and better organized. Investigation, implementation or alteration of the following specific recommendations should be the goals of the administrator and committee charged with the retention study for 1986-87.

1. The admissions process needs to determine the goals of the student upon entry into the college. An additional item requesting academic goals e.g., one course, a few courses, certificate, associate etc., needs to be added to the admissions form.

2. Any intervention should occur early to assist with academic integration with the college. The early warning system used in minority advisement needs to be expanded for use with all students.

3. The Academic Advising subcommittee of the Academic Affairs Council should be charged with the task of coordinating orientation of new and transfer students. These duties should include but not be limited to: choosing dates for orientations for the forthcoming academic year; structuring the content of each component of orientation to guarantee adequate coverage of student and academic rules and regulations and of campus resources available to assist students.

4. Extended orientations including the possibility of summer orientations should be investigated by the Academic Advising subcommittee.

5. The Academic Advising subcommittee should be charged with the task of coordinating the advising process.

6. The Advising process should be evaluated annually using

either an American College Testing instrument or one from Student Development Associates. The Academic Advising subcommittee should coordinate the evaluation.

7. The advising process, once evaluated, should be analyzed as to process (procedure) and content and appropriate improvements should be implemented.

8. The Night School Coordinator should evaluate the efficacy of the program annually.

9. The Night School Coordinator should assist the retention officer in determining reasons for attrition of adult learners at BJC.

10. The adult learners should be analyzed separately in collecting retention data.

11. Data processing should track students in order to supply data on the effectiveness of the testing and placement service.

12. Records should differentiate between minority and majority students served by the Counseling Office of Student Affairs.

13. Several surveys have indicated that students are not fully aware of counseling services on campus. Efforts should be made to highly publicize the service. The advising and orientation process could assist with this.

14. A follow-up questionnaire is needed for faculty who refer and students who use the Tutorial Laboratory and Career Development Center to determine the degree of improvement or satisfaction with the service.

15. Faculty of General Studies should include student retention data for their classes as a component of the Summary Report of Accomplishments. These data should be used cautiously and should help guide instructional techniques. They should not be used punitively in cases where retention is low.

16. The Nursing faculty should receive commendation for their efforts to improve the quality of their program through improvement of recruitment and retention strategies.

17. Reports generated for the State Department of Education verifying the success of students in vocational-technical programs should be sent to the retention officer.

18. Other avenues (orientation, advising) need to be used more effectively to adequately apprise students of financial aid opportunities at BJC.

19. Reports of financial assistance rendered to students by sex and race should be submitted periodically to the retention officer.

20. Data on the effectiveness of the Developmental Studies program should be shared with the retention officer quarterly.

21. A non-transfer course can be reactivated in developmental studies. The course should extend orientation for one quarter and include study skills, time-management skills, major area exploration, and other items selected by the faculty.

22. A credit orientation course for students in the transfer credit program is recommended. This course would be optional for students in vocational-technical areas since the personalized methods of instruction used in that division preclude the necessity of such a course except perhaps in data processing and marketing and management where enrollments are high.

23. The PSA advisement program needs to emphasize orientation and referral to campus support systems.

24. The PSA program needs to be integrated into the academic advising system so that training components of benefit can serve both. The coordinator needs to be a member of the Academic Advising subcommittee.

25. Some means of evaluating the effectiveness of the PSA program are necessary.

26. Academic advising and orientation need to have funds specifically earmarked for these programs. The funds should be used by the committee responsible for the coordination, implementation and evaluation of these programs.

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